



work by ellen leidl

DIRECTORY OF  
**MONTANA**  
SCHOOLS  
2007-2008

LINDA MCCULLOCH  
STATE SUPERINTENDENT  
MONTANA OFFICE OF PUBLIC INSTRUCTION  
HELENA, MONTANA 59620-2501  
[WWW.OPI.MT.GOV](http://WWW.OPI.MT.GOV)



# DIRECTORY OF MONTANA SCHOOLS



[opi.mt.gov](http://opi.mt.gov)

Denise Juneau  
State Superintendent

Montana Office of Public Instruction  
Helena, Montana 59620-2501

[www.opi.mt.gov](http://www.opi.mt.gov)

# are you ready ready ready

## Plan for College:

<http://www.knowhow2gomontana.org>

<http://www.mus.edu>

<http://www.smartaboutcollege.org>

[http://www.ourfactsyourfuture.org/admin/  
uploadedPublications/2832\\_what2pack.pdf](http://www.ourfactsyourfuture.org/admin/uploadedPublications/2832_what2pack.pdf)

## Pay for College:

<http://www.fafsa.ed.gov>

## Entrance Exams:

<http://www.act.org>

<http://www.sattest.com>

<http://www.collegeboard.com>

<http://www.mus.edu/writingproficiency/index.asp>

## Montana University System:

<http://www.mus.edu/>

## Tribal Colleges:

[http://www.opi.mt.gov/pdf/indianed/  
resources/dirindianed.pdf](http://www.opi.mt.gov/pdf/indianed/resources/dirindianed.pdf)



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are you ready  
ready  
ready

for  
success?



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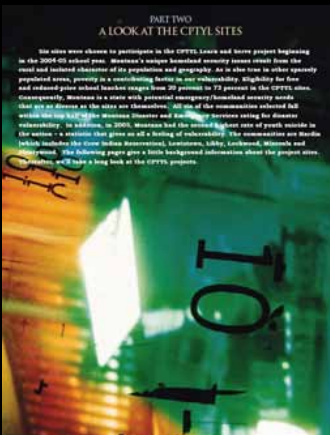
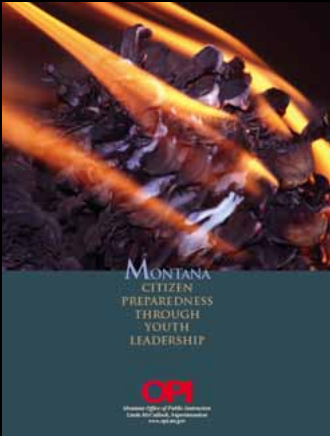
# MONTANA

CITIZEN  
PREPAREDNESS  
THROUGH  
YOUTH  
LEADERSHIP

A GUIDE TO STUDENTS'  
SERVICE PROJECTS FOR  
SCHOOL & COMMUNITY  
SAFETY AND DISASTER  
PREPAREDNESS  
FROM MONTANA



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Cover and sample pages.



# Pandemic Flu:

## School Preparation Guide

*Spring 2007*



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**Section II:**

## Section II:

### Preparing the School Community

Some viruses and bacteria can live for 20 minutes and up to two hours or more on surfaces such as wallpaper, tiles, doorbells and desks.



### Section III:

School Policies / Procedures  
Related to Pandemic

National and international health authorities stress the importance of hand washing as well as respiratory hygiene (cough etiquette) in the event of a pandemic flu.



## Appendices:

The work presented herein provides a novel method and apparatus for detecting and identifying objects in an environment. The system is designed to be implemented on a mobile robot platform, such as the Pioneer 3-DX, which is capable of autonomous navigation and sensor data processing. The system architecture includes a sensor suite consisting of a laser range finder (LIDAR) and a camera, which are used to capture data about the environment. The LIDAR data is processed to generate a 2D occupancy grid map, which represents the known and unknown areas of the environment. The camera data is used to identify and track objects in the environment. The system is designed to be robust to changes in the environment and to be able to handle multiple objects simultaneously. The system is evaluated using a series of experiments, which demonstrate its ability to detect and identify objects in a dynamic environment. The results of the experiments show that the system is able to detect and identify objects with high accuracy and that it is able to handle multiple objects simultaneously. The system is designed to be implemented on a mobile robot platform, which allows it to be used in a wide range of applications, such as autonomous navigation and object detection.



#### Section IV:

## References

North Dakota Department of Health, is conducting the genetic screening of newborns for a variety of rare inherited conditions including the corresponding clinical or behavioral disorders.



## Pandemie flu

## School Preparation Guide

The Office of Public Inquiries is committed to equal employment opportunity and non-discrimination across all our programs and services. For information on this commitment, contact EEO, Privacy, ADA/Title IX/Section 504 at 800-544-7712 or [transparency@epi.gov](mailto:transparency@epi.gov).



## Cover and sample pages.



Montana Comprehensive Assessment System

# MontCAS

## Presents

Featuring Online Professional  
Development for  
Montana Educators

**Coming Soon!**

Online Classes, Seminars, Book  
Discussions, Learning Communities

Formative Assessment, RTI, Test Design,  
Task Forces, Steering Committees

As events are scheduled, they will be  
posted on the MontCAS Presents site:

[www.opi.mt.gov/assessment/mcpresents.html](http://www.opi.mt.gov/assessment/mcpresents.html)

For more information please contact Judy Snow:  
[jsnow@mt.gov](mailto:jsnow@mt.gov), 406 - 444 - 3656



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# Montana Mentor Institute 2008

**The Art and Science of  
Teacher Mentoring**

**August 12-14, 2008**

**MSU-Billings,  
Student Union Building  
Billings, Montana**

An Institute sponsored by:

**OPI ESEA, Title I - Part A Program,**

**Montana's State Personnel  
Development Grant,**

**OPI ESEA, Title II Part A State-Level Activities,  
Comprehensive System of Personnel  
Development (CSPD) Region III,**

**MEA-MFT**



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Public Schools, Public Service

Montana Comprehensive Assessment System

# MontCAS Presents

Featuring Online  
Professional  
Development  
for Montana  
Educators



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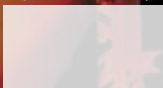
# Distance Learning Comes to Your Community

Adult Basic Education is now being offered online  
**FREE SERVICES**

Details: Do you need a GED? Do You Want Additional Job Skills? Do You Need Basic Math, Reading or Writing Skills? Do you want to prep for postsecondary education?

Contact your local Adult Education Center

Your local Adult Education Center Can be reached at:



**OPI**

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## Adult Basic and Literacy Education (ABLE) Service:

- Individuals who are 16 years of age or older
- Adults preparing for a GED
- Adults preparing for college or enrolling in further education or training
- Adults preparing for job placement and/or developing specific job skills
- Public assistance recipients
- Adults acquiring basic skills
- Individuals of limited English proficiency
- At-risk/youth and adults



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For more information call the Adult Basic Literacy Education (ABLE) Program nearest you!

**Leavenworth ABLE Program**  
Address: Leavenworth Public Library  
Leavenworth Adult Learning Center  
201 W. Main, Leavenworth, MT 59046  
Program Hours: Monday - Thursday  
9:00 a.m. - 12:00 p.m. and 1:00 p.m. - 5:00 p.m.  
Telephone: (406) 338-2441

**Adult Learning Center**  
Address: 1000 North 10th St  
Address: 147 South St., Helena, MT 59602  
Program Hours: Monday - Thursday  
10:00 a.m. - 12:00 p.m.  
Telephone: (406) 328-1801

**Miss City ABLE Program**  
Address: Miss City Public Library  
Center for Adult Learning, Room 204  
2111 East Broadway, Missoula, MT 59804  
Program Hours: Monday - Thursday  
9:00 a.m. - 12:00 p.m. and 1:00 p.m. - 5:00 p.m.  
Telephone: (406) 541-2100

**Head Start ABLE Program**  
Address: 1000 North 10th St  
Address: 1000 North 10th St  
Program Hours: Monday - Thursday  
10:00 a.m. - 12:00 p.m.  
Telephone: (406) 338-2441

**Adult Learning Center**  
Address: 1000 North 10th St  
Address: 1000 North 10th St  
Program Hours: Monday - Thursday  
10:00 a.m. - 12:00 p.m.  
Telephone: (406) 338-2441

Build Skills for Success with Adult Basic and Literacy Education

Literacy and GED Online Learning Head Start!



January 2008

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Is online learning a good fit for you?

Do you need flexibility:

- to attend class any time - day or night
- to accommodate your work schedule?
- to care for family members?

If so, check out online learning with your local Adult Basic Literacy Education (ABLE) Program!

Online learning offers:

- quality instruction
- a friendly Web site environment
- a variety of learning options
- an opportunity to sharpen employment skills
- a chance to focus on a specific subject area

Call a local program office today to sign up for an orientation!

It's that easy!

(Get contact information on the back of this brochure.)



What can YOU gain from becoming an Adult Basic Literacy Education (ABLE) student or online learner?

- Test Preparation for the GED, GED, employment, college entrance, and more
- Basic Skills Instruction in reading, writing, science, social studies and math
- Thinking and Learning Skills in decision making, problem solving and reasoning
- Job Development Skills to career advancement:
  - Orientation
  - Time Management
  - Career Planning

Visit with your employer for additional career opportunities!

Adult Education provides Leadership, Opportunity, Direction and Expertise to those we serve.

Adult Basic and Literacy Education Facts:

- 17.2% of the adult population (16 and over) in Montana is in need of a high school diploma and/or skills to function effectively in the workplace
- ABLE programs are offered in 21 states throughout Montana
- 4,576 adults were served through ABLE programs during 2007-2008

State	Estimated Number
Montana	18,000
Alaska	14,000
Arizona	14,000
Arkansas	14,000
California	14,000
Colorado	14,000
Connecticut	14,000
Delaware	14,000
District of Columbia	14,000
Florida	14,000
Georgia	14,000
Hawaii	14,000
Idaho	14,000
Illinois	14,000
Indiana	14,000
Iowa	14,000
Kansas	14,000
Kentucky	14,000
Louisiana	14,000
Maine	14,000
Maryland	14,000
Massachusetts	14,000
Michigan	14,000
Minnesota	14,000
Mississippi	14,000
Missouri	14,000
Montana	14,000
Nebraska	14,000
Nevada	14,000
New Hampshire	14,000
New Jersey	14,000
New Mexico	14,000
New York	14,000
North Carolina	14,000
North Dakota	14,000
Ohio	14,000
Oklahoma	14,000
Oregon	14,000
Pennsylvania	14,000
Rhode Island	14,000
South Carolina	14,000
South Dakota	14,000
Tennessee	14,000
Texas	14,000
Utah	14,000
Vermont	14,000
Virginia	14,000
Washington	14,000
West Virginia	14,000
Wisconsin	14,000
Wyoming	14,000

## MONTANA SCIENCE CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS LEVEL I WORKSHOP

Work - a - Text



Denise Jarama, Superintendent  
Montana Office of Public Instruction  
www.opi.mt.gov

## MONTANA SCIENCE CONTENT STANDARDS AND PERFORMANCE DESCRIPTORS LEVEL I WORKSHOP

**DVD**



Denise Jarama, Superintendent  
Montana Office of Public Instruction  
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# Montana Statewide

## Dropout and Graduate Report

2005 - 2006  
School Year

*July 2007*



Montana Office of Public Instruction  
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Montana

# Statewide

Dropout and Graduate Report  
2006-07 School Year



Montana Office of Public Instruction  
Linda McCulloch, Superintendent  
[www.opi.mt.gov](http://www.opi.mt.gov)

June 2008

# Montana Statewide

## Dropout and Graduate Report 2007 School Year



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# Montana Statewide

This report was prepared by the Office of Public Instruction, Measurement & Accountability Unit.  
Contact information can be obtained by calling Linda Hoff at  
(406) 444-6770 or e-mail: [linhoff@opi.mt.gov](mailto:linhoff@opi.mt.gov)



Montana: Improved and Sustained Progress  
2007-08 School Year

### MONDAY, April 27, 2009 continued

12:15 AM - 1:15 PM Convention Area  
Annual Business Meeting Luncheon  
Presiding Steve Simson, MTEA President

### Seventh General Session

1:30 PM - 2:30 International Rooms  
Teen Driver Safety Research and Resources  
Suzanne Hill, Children's Hospital of Philadelphia (CHOP)

### Monday Afternoon Workshops

Note: Third and Fourth Sessions Repeat

### 2:45 - 3:30 Third Workshop Session

3:40 - 4:30 Fourth Workshop Session  
Bike and Pedestrian Safety K-8 Curriculum  
Roger and Sharon Dabbs Canadian Room

Effective Parent Nights  
Alan Sevenson, Townsend Britain Room

The Heart of Your License - Living Legacy at LifeCenter  
Northwest - Molly Schorb American Room

Computer Testing in Driver Education  
Charlie Brown, Fairfield Upstair in Lewis/Clark Room

Motorcycle Safety in Parking Lot

4:30 PM - 4:40 PM Break

### Classification Meetings 4:40 PM - 5:30 PM

"A" Classification - Britain Room  
"N" Classification - Canadian Room  
"B" Classification - Montana/Alberta  
"C" Classification - American Room

### DINNER ON YOUR OWN

### TUESDAY, April 28, 2009

6:45 AM - 7:50 AM Convention Area  
Breakfast Buffet - Courtesy of MTEA  
Presiding Mick Davis, MTEA President

### 8:00 AM - 8:50 AM Fifth Workshop Session

Select One  
Connectors Tips and Tricks for Traffic Educators - Pam Dougherty, Great Falls;  
Jeff Bennett, Shields Valley Upstairs in Lewis/Clark Room

Teen Driver Risks and Research - Suzanne Hill, CHOP Canadian Room

How to Cash Proof Your Teens through Instruction - Vonesse Weigand, Director of Virginia Driver Education Programs Britain Room

WTI Teen Driver Research - Nic Ward and Louise Stanley Montana State University, Western Transportation Institute (WTI) American Room

### 9:00 AM - 9:50 AM Sixth Workshop Session

Select One  
Puzzling Out the Standards - Mike Kinzard and Mike Lyons, Missoula Montana/Alberta Room

Teen Driver Risks and Research - Suzanne Hill, CHOP Canadian Room

How to Cash Proof Your Teens through Instruction - Vonesse Weigand, Director of Virginia Driver Education Programs Britain Room

WTI Teen Driver Research - Nic Ward and Louise Stanley Montana State University, Western Transportation Institute (WTI) American Room

9:50 AM - 10:20 AM Break and Checkout

### Closing Keynote Address

10:20 AM - 11:30 AM International Rooms  
Are We There Yet?  
Mrs. Montana Shelby Emile, Bozfort

11:30 AM - 12:30 PM Convention Area  
Closing Activities  
Lunch Buffet - Courtesy of MTEA  
Presiding Mick Davis, MTEA President

### Sustaining Members and Contributors

AAA Foundation for Traffic Safety  
ADT/SEM  
Best Western Heritage Inn  
Children's Hospital of Philadelphia  
Coca-Cola  
Great Falls Car Dealers  
Montana DRLV, Inc.  
Montana Department of Justice - MVD  
Montana Department of Transportation  
Montana Motor Carpent Association  
Montana Motorcycle Rider Safety Program  
Montana Operations Education  
NGU Northwest  
Office of Public Instruction  
Safety Indicators  
State Farm Insurance  
Western Transportation Institute

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### Have A Safe Trip Home

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The Office of Public Instruction makes reasonable accommodation for any known disability that may interfere with your ability to participate in this event, and this, which is sponsored by OPI. Persons needing an accommodation must notify the Office of Public Instruction no later than five days prior to the date of this workshop to allow adequate time to make needed arrangements.

To make your request known, call David Huff at (406) 444-6622. OPI's TDD number is (406) 444-1812.



## Traffic Safety - Driving to Success 2009

### Tenth Annual State Traffic Education Workshop/Conference Great Falls, Montana



Sponsored by the:

Montana Traffic  
Education Association  
PO Box 637  
Conrad, MT 59425  
Steve Simson, President

And  
Montana Office of Public  
Instruction Traffic  
Education Programs  
Denise Juneau  
Supervisor

# September 10<sup>th</sup>!

## Fundraiser barbeque and ABSolutely FABulous Silent Auction for Mary Gallagher!

ABSOLUTELY  
FABULOUS

**What:** Fundraiser  
Barbeque and Silent  
Auction for Mary Gallagher

**When:** September 10<sup>th</sup>

**Where:** Training Room



### Easy to use, easy to access, affordable web conferencing

OPI Connect is the next generation of web conferencing software that enables individuals and small businesses to instantly communicate and collaborate through easy-to-use, easy-to-access online personal meeting rooms. Reduce your travel costs, save time, and increase productivity—

### OPI Connect—Online Meeting Rooms provide:

- Online meetings with up to 200 participants
- Easy-to-use screen sharing, whiteboard, chat, video and audio conferencing
- Personalized, easy-to-remember URLs for instant meeting access
- Connect from your own office on your own computer
- Share presentations, videos, or applications in full-screen mode

### Attendee management

Hosts can view who is in the meeting room, addition to the participant's role (host, presenter or participant) and status (whether the participant is connected or not).

OPI Connect provides a complete web communications solution for rapid training, file sharing, and web conferencing.

Record your Connect meeting and post it on the web for users to access at their convenience.

### Limited time offer!

Set up an OPI Connect meeting now and we will help you host your first meeting - including an on-site visit with setting up the meeting and getting presenters and participants logged in and up to speed.

To take advantage of this offer or to learn more about how OPI Connect can help you, contact:

The Internet Service Bureau (ISB)  
or visit:  
<http://www.opi.net.gov/Streamline/Conference/>



### introducing

**Teach Well,  
Learn Smart,  
Go Green!**

### What is OPI Connect?

-Free on-line e-conferencing and e-learning that everybody can access.

### How can it help you?

-Reach More People Faster! For:  
-Training, Presentations,  
Conferencing

### Why use it?

-Save Gas and Travel Time  
-Environmentally Friendly  
-Easy to Learn, Easy to Use  
-Save Money

opi connect

Western Office of Public Instruction  
Daphne Jenkins, Representative

### High-impact, live and on-demand web conferencing and eLearning

It's dynamic and engaging, easy to use, and always available.

- Web conferencing
- Collaboration
- Rapid training
- Virtual classroom

### Why Mobile Connect?

- No client downloads.
- Instant access.
- A rich interface captures participants' attention and provides an intuitive way to interact.

**Teach Well,  
Learn Smart,  
Go Green!**



### Rapidly create high-impact training!

Design compelling content quickly.

Empower non-technical subject matter experts to create content using nothing more complicated than Microsoft PowerPoint. OPI Connect makes it easy to add voice-over narration and multimedia content to presentations from within PowerPoint.

### Provide instant access!

Boost participation by eliminating technical barriers. Adobe Flash Player is already installed on more than 98% of Internet-connected desktop computers, so learners can instantly access OPI Connect without cumbersome client downloads.

### Incorporate existing content!

Easily incorporate existing content or documents into your meeting or presentation.

### Industry-standard security!

OPI Connect Server uses industry standards to provide you with optimum security and total peace of mind.

### Easily update content!

Manage content using the fully searchable OPI Connect content library, which makes it easy to find, review, reuse, and update existing course material.

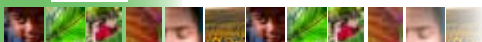
### Ideal for reaching individuals or small groups!

While OPI Connect is ideal for departments and multi-user on-line meetings, Connect also offers web conferencing solutions for one-on-one interaction between users.

### SOLUTIONS, COMMUNITY RESOURCES AND PRODUCTS.

Stay on top of today's rapidly evolving digital communications revolution with the right software, prices, and resources. Adopt best practices, get answers, view work, find out about events, and network with a community of your peers and experts. Take advantage of online guides, training options, and software tutorials.

NO CLIENT DOWNLOADS. INSTANT ACCESS.  
CAPTIVATE YOUR AUDIENCE WITH LIVE AND ON-DEMAND PRESENTATIONS.



Afrikaans: Geselinde Kerstfees  
 Afikandar: Een Pleierige Kerfees  
 African/Entrean/ Tigrina: Rehus-Beal-  
 Ledats  
 Albanian: Gjezua Krishtindjen  
 Arabic: Mawlid Mayya  
 Argentine: Feliz Navidad  
 Armenian: Shnorhavor Nor Dori yev Pari  
 Gagland  
 Azeri: Tezise iliniz Yahsi Olusun  
 Bahasa Malaysia: Selamat Hari Natal  
 Basque: Zorionak eta Uste Berri On!  
 Bengali: Shuvo Naba Barsha  
 Bohemian: Veselé Vánoce  
 Bosnian: (BOSANSKI) Čestiti Božić i Sretna  
 Nova godina  
 Brazilian: Feliz Natal  
 Breton: Nedeleg Iacouen na bloavezh mat  
 Bulgarian: Tchestita Koleda, Tchestito  
 Rodestvo Hristovo  
 Catalan: Bon Nadal i un Bon Any Nou!  
 Chile: Feliz Navidad  
 Chinese: (Cantonese) Gun Tso Sun  
 Tan/Gung Haw Sun  
 Chinese: (Mandarin) Kung Hsi Hsiao Chen  
 Jing Chu Shan Tan (Cantonese) Gun Tso Sun  
 Tan/Gung Haw Sun  
 Chodawa: Yulpa, Nitak Holo Chito  
 Columbia: Feliz Navidad y Próspero Año  
 Nuevo  
 Cornish: Nadelik koan na koan bethen  
 noweth  
 Corsian: Pace e salute  
 Crazianan: Rot Yiky Dol La Roo  
 Cree: Miho Makos Keskiansi  
 Croatian: Sretna Božić  
 Czech: Přejeme Vam Veselé Vánoce a  
 šťastný Nový Rok  
 Danish: Glædelig Jul  
 Dari: Christmas-e Shoma Mobarak  
 Dutch: Vrolijk Kerstfeest en een Gelukkig  
 Nieuwjaar! or Zalig Kerstfeest  
 English: Merry Christmas  
 Eskimo: (nupik) Jutilime piviutani ukor-  
 lame piviutani  
 Esperanto: Ĝajan Kristnaskon  
 Estonian: Rõõmsaid Jõulupühi  
 Ethiopian: (Amharic) Melkin Yelidet Beal  
 Faeroese: Gledilig jól og eydnirki nýggjár!  
 Farsi: Christmas-e-shoma mobarak bashad  
 Finnish: Hyvä joulua  
 Flemish: Zalig Kerstfeest en Gelukkig nieuw  
 jaar  
 French: Joyeux Noël  
 Friesian: Nollwa Krystdagen en in profte Lok  
 en Sebe yn it Nije Jier!  
 Galician: Bo Nada  
 Gaelic: Nollaig chridheil agus Bladhna  
 mhaith iir  
 German: Frohliche Weihnachten  
 Greek: Kala Christouyennai  
 Hindi: (Creole) Jwaye Nowel or to Jesus Edo  
 Bricho o Rish D'Shato Brichro  
 Hausa: Barka da Kristimalkuma Barka da  
 Sabuwar Shekarar  
 Hawaiian: Mele Kalikimaka  
 Hebrew: Mo'adim Lesimcha: Chena Iova  
 Hindi: Shubh Naya Baras (good New Year not  
 Merry Christmas)  
 Hausa: Barka da Kristimalkuma Barka da  
 Sabuwar Shekarar  
 Hawaiian: Mele Kalikimaka ame Hauoli  
 Makahiki Hou!  
 Hungarian: Kellemes Karacsony! unnepeket!  
 Icelandic: Gledig Jól  
 Indonesian: Selamat Hari Natal  
 Iraqi: Ish Saidan Wa Sanah Jadidah  
 Irish: Nollaig Shona Dhuit, or Nollaig mhaith  
 chugra!  
 Ilocos: Ojengnyat! Sungayadson honun-  
 gradon negayut. Ojengnyat orasay.  
 Italian: Buone Feste Natalizie  
 Japanese: Shinnen omedeto. Kurisumasu  
 omedeto  
 Javanese: Miling Crithagipatrimithags  
 Korean: Sung Tan Chuk Ha  
 Lao: soukuan van Christmas  
 Latin: Natale hilare et Annun Faustum!  
 Latvian: Priecīgus Ziemsvēkus un Laimi'gu  
 Jauno Gadi!  
 Luxembourg: Wäselde hody a stroue nowe jeto  
 Lithuanian: Linksmu Kalėdų  
 Low Saxon: Heughtiche Wintachten en 'n mo-  
 Nijer  
 Macedonian: Sretna Božik  
 Maltese: Il-Milied il-Jaleb

Manx: Nollig gheinnal as blein yie noa  
 Maori: Meri Kirihimete  
 Marathi: Shubh Naya Varsh (good New Year  
 not Merry Christmas)  
 Navaho: Merry Keshmash  
 Norwegian: God Jul, or Gledig Jul  
 Occitan: Puffi nadal e bona annado  
 Papament: Bon Plazo  
 Papua New Guinea: Bikpela hamamas blong  
 dispela Kriemas na Nupela yia i go long yu  
 Penzhanian/German: Ein frohlicher  
 Christdtag un en hallich Nae Yaahr!  
 Perur: Feliz Navidad y un Venturoso Año  
 Nuevo  
 Philippines: Maligayang Pasko!  
 Polish: Wesołych Świąt Bożego Narodzenia  
 or Boze Narodzenie  
 Portuguese: Feliz Natal  
 Pushto: Christmas Aao Ne-way Kaal Mo Mo  
 barak Sio  
 Rapa-Nui: (Easter Island): Mata-Ki-Te-Rangi  
 Te-Pito-O-Tē-Menua  
 Rhetian: Bellas festas da nadal e bui onn  
 Romanche: (ursulvan dialect): Legrevas  
 festas da Noll e ben mien onn!  
 Romanian: Sărbători vesele or Craciun ferici  
 Russian: Pozdravyayu s prazdnikom Rozh-  
 destva is Novim Godom  
 Sami: Bucrit Juuvlat  
 Samoan: La Mautia Le Kilisimai Ma Le  
 Tausaga Fou  
 Sardinian: Bonu nadale e prosperu annu nou  
 Serbian: Hristos se rodi  
 Slovakian: Sretna Božic or Veselé vianoce  
 Sami: Bucrit Juuvlat  
 Samoan: La Mautia Le Kilisimai Ma Le  
 Tausaga Fou  
 Scots Gaelic: Nollaig chridheil huibh  
 Sorbian: Hristos se rodi  
 Singalese: Subba nath thalak Vewa. Subho  
 Aulhi Aenrichak Vewa  
 Slovak: Veselé Vánoce. A šťastný Nový Rok  
 Slovene: Vesele Božice Praznik! Srečno  
 Novo Leto or Vesel Božic in srečno Novo leto  
 Spanish: Feliz Navidad  
 Swedish: God Jul and (Och) Ett Gott Nytt År  
 Tagalog: Maligayang Pasko, Masaganang  
 Bagong Taon  
 Tamil: (Tamil) Nather Puthu Varuda  
 Vathukkal (good New Year not Merry Christ-  
 mas)  
 Trukese: (Micronesian) Neekirisimas annim  
 oo iyer saefo feyiveche!  
 Thai: Sawadee Pee Mai or soukuan wan  
 Christmas  
 Turkish: Noeliniz Ve Yeni Yiliniz Kutlu Olusun  
 Ukrainian: Srozhdestvom Dobryom or Z  
 RZDVOIM HRYSTOVYM  
 Urdu: Naya Saal Mubarak Ho (good New  
 Year not Merry Christmas)  
 Vietnamese: Chúc Mừng Giáng Sinh  
 Welsh: Nadolig Llawn  
 Yoruba: E ku odun, e ku iye'dun!

Celebrate the  
 Difference!  
 Wear, or Share,  
 Your Heritage.

When: December 15, Time: 11:30 to 1:00, Where: Elks Club



# Do You Know

**Your Legal Rights and  
Responsibilities as an 18  
Year Old?**



Montana Office of Public Instruction  
Linda McCulloch, Superintendent  
[www.opi.mt.gov](http://www.opi.mt.gov)



**Do You  
Know...**  
what it means to  
become an adult?

## II. CIVIC RIGHTS AND RESPONSIBILITIES



### A. Military Service

#### Who is required to register for the draft?

Every male citizen and male alien residing in the United States born on or after January 1, 1960, who has attained his 18th birthday, must register within 30 days of his 18th birthday. Men may register up to 120 days before their 18th birthday. This is known as Selective Service registration. 50 App. USCA § 451.

#### How does a person register for the draft?

Go to a local post office and fill out a registration form giving your name, address, sex, birthday, and Social Security number. You can also register on line at <http://www.sss.gov/>. Physical examinations will not be conducted and classifications will not be issued when you register.

#### Will draft cards be issued?

No. You will receive a registration acknowledgment card within 30-90 days after you register.

#### What can happen if a person does not register?

Failure to register is a federal crime punishable by up to five years' imprisonment and/or a fine of up to \$250,000. Eligibility for federal college financial assistance and federal job training assistance programs may require proof of registration.

#### At what age may a person enlist in the Armed Forces?

You can enlist at age 17 with parental consent. Without parental consent, you cannot enlist until you are 18. The maximum age varies with the branch of service.

### B. Voting

One of the most important rights you gain at the age of 18 is the right to vote, to take part in determining the leaders of your community, state and country. You now have the right to participate in the decisions that will affect your future.



**Do You  
Know...**  
the penalties for driving  
with excessive alcohol  
concentration?

**Now  
You  
Know**



## Profiles in Education:

A Look at Middle Grades in Montana



Montana Office of Public Instruction  
Linda McCulloch, Superintendent  
[www.opi.mt.gov](http://www.opi.mt.gov)





## An Eye on the Past...

The early 1970s were a dramatic time in Montana's education history.

At the 1972 Constitutional Convention, members gathered together and crafted an article designed to ensure that all Montanans would learn about the history and culture of the eight tribes within its boundaries. This provision was the first of its kind in state law.

In 1974, the Montana Legislature passed a school funding bill which provided for increased funding for seventh and eighth grade students in schools meeting the standards of accredited middle schools as established by the Montana State Department of Public Instruction. (Layman) This piece of the funding bill came as the result of a movement among educators to provide for a different way to help young adolescents transition from elementary to high school.

Nationally, at the time, the discussion in the education field centered on how to best help students who were leaving the comfort of the K-6 environment and heading for the brand new world of junior high school. Educators began noticing that this transition, from sixth to seventh grade and then from eighth to ninth grade, was increasingly presenting social, emotional, and educational concerns. Montana's 1974 school funding bill enabled the state's educators to provide an alternative to junior high school, if desired by a community, for its children.

Known as Chapter 352, Section 75-6601.1 of the Revised Codes of Montana 1974, the rule reads, "A middle school is a school comprising the work of grades four through eight or any combination thereof that has been accredited as a middle school under the provisions of 75-7502." And with that, it was possible for the middle school to begin operation in the state. Educators had succeeded in their efforts to "develop a middle school which would act as a transitional bridge from the elementary school to the high school and would meet the various social, emotional, physical, and psychological needs of students during the difficult period of adolescence." (Layman)

### Gallatin County Anderson School

#### Overview of Ecoties Research at the Anderson School

Beginning during the fall of 2007, 7th and 8th grade students at the Anderson School began working on a field-based research project that examines how soil CO<sub>2</sub> concentrations, soil moisture, soil temperature, and snow depth vary through time and between four landscapes: a forest, wetland, meadow, and riparian area. The project mirrors that of graduate student Vince Pacific, a Big Sky Institute DE 12 fellow from Montana State University.

The ecoties are located adjacent to the Anderson School. Access to the field site has been granted by the land-owners, as well as permission to install instruments for educational purposes. Field supplies were graciously donated by the Watershed Hydrology Lab at Montana State University, as well as permission to use the necessary equipment. The students went out in groups of 4 four times each week from September through March and collected data from all ecoties each week.

The students collected the following data at 4 locations within each ecotie:

- Soil CO<sub>2</sub> concentrations at 20 and 50 cm (measured with an infra-red gas analyzer and soil gas wells)
- Soil temperature
- Soil moisture
- Snow depth

Once all data had been collected (field measurements were finished by the end of March), the students began working in small groups to analyze their data. Each group addressed a main question based upon their initial research questions and hypotheses. The students addressed whether soil moisture or soil temperature was a greater control of soil CO<sub>2</sub> concentrations, how soil CO<sub>2</sub> concentrations, soil moisture, and soil temperature varied between the ecoties as well as across seasons, and how snow depth differed between ecoties. The students learned how to use Microsoft Excel to average their data, and made graphs to compare data between ecoties and through time. The

students then created a scientific poster presentation using Microsoft PowerPoint. There are plans for the students to present their poster at a local school board meeting.



## Professional Development Options

### Introductory Presentation

Introduction of the basic concepts, goals, and benefits of implementing a Comprehensive School Counseling Program. (90 minute session)

### Training Options

#### • Level I

Designed for counselor/administrator teams to work together to learn the basic principles of the Montana School Counseling Program Model. The training will include roles and responsibilities of counselors and administrators within the program and steps for implementation of the Model. Participants will have an outline of an implementation plan and be able to begin the implementation process. (2 ½ to 3 hours in length)

#### • Level II: Montana Model Implementation

School Counselor skill-based training for the design and implementation of a comprehensive school program specific to each school/district. Counselors will work with the trainee to begin designing a Comprehensive Counseling Program for their school which is based upon the Montana Model. (One or more days following Level I Training)

#### • Level III

Professional development to maintain and sustain a Comprehensive School Counseling Program at every school in Montana. (Ongoing, sustained, job-embedded PD)

Professional Development Will Be Offered Regionally

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# Transforming School Counseling In Montana



An Initiative to ensure implementation of a comprehensive counseling program in every Montana school

October 2009



Denise Jaramba  
State Superintendent  
Montana Office of Public Instruction  
Helena, Montana 59620-2011  
[www.opi.mt.gov](http://www.opi.mt.gov)



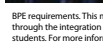
Montana  
SCHOOL  
COUNSELOR  
ASSOCIATION

## Montana School Counseling Program Model

The Montana Board of Public Education (BPE) establishes the Administrative Rules of Montana (ARM) and provides general oversight of all accredited schools in Montana. In 2001, the BPE adopted the School Counseling Program Delivery Standards as ARM 10.55.1901. These standards require a comprehensive school counseling program in every K-12 school in Montana. The Montana School Counseling Program Delivery Standards were developed by Montana school counselors based on the national standards of the American School Counselor Association (ASCA).

In 2004, the Montana School Counselor Association (MSCA) designed and distributed a school counseling program model founded upon the ASCA standards as described in its publication, the National School Counseling Program Model.

The Montana School Counseling Program Model is a framework each school can use to implement a Comprehensive School Counseling Program. The MSCA has adapted the ASCA Model for Montana school counseling programs to meet the needs of Montana's students and the BPE requirements. This model promotes an effective, comprehensive school counseling program through the integration of the academic, career, and personal/behavioral development of all K-12 students. For more information on the model refer to [www.mtschoolcounselor.org](http://www.mtschoolcounselor.org).



## Montana School Counseling Program Standards

### Montana Board of Public Education

#### 10.55.1901 SCHOOL COUNSELING PROGRAM DELIVERY STANDARDS (in accordance with ARM 10.55.001 and ARM 10.55.1001)

- (I) In general, school counseling shall:
  - (a) meet the following conditions:
    - i. Provide a comprehensive developmentally planned program;
    - ii. Advocate for all students and encourage students to develop to their full potential;
    - iii. Respect the worth and dignity of all individuals by building trust and respecting confidentiality; and
    - iv. Contribute as an integral part of the education process that is delivered through a variety of systems by school staff, students, parents, business, and industry.
  - (b) include the following practices:
    - i. Maximize students' potential in the areas of academic, career, and personal/social development;
    - ii. Develop a guidance curriculum presented through structured groups and classroom presentations;
    - iii. Conduct individual planning using assessment, advisement, placement, and follow-up;
    - iv. Deliver responsive services through individual and group counseling, consultation, and referral; and
    - v. Provide system support through management, consultation with staff, community outreach, and public relations.



## Montana School Counseling Program Model Outcomes

By implementing and delivering a comprehensive school counseling program, schools can:

- Establish a school counseling program as an integral component of the academic mission of the school.
- Ensure every student has equitable access to a school counseling program that is systemically delivered.
- Identify and deliver the knowledge and skills all students should acquire in the Academic, Career, and Personal/Social domains.
- Promote specific guidelines and strategies to engage culturally different students and parents in counseling and in the educational process.
- Promote a Culturally appropriate approach to counseling that is aligned with the spirit and intent of Indian Education for All.



## School Counseling Leadership Initiative

The School Counseling Leadership Initiative (SCLI) is a coordinated effort of the Superintendent of Public Instruction, the Commissioner of Higher Education, and the Board of Public Education. The SCLI brings together key organizations, agencies and other stakeholders with an interest in school counselors and school counseling programs. Its goal is to help enhance student success and promote lifelong educational opportunities through collaborative leadership and advocacy to support implementation of a comprehensive counseling program in every Montana school. A menu of training opportunities is offered to meet this goal.

The School Counseling Leadership Initiative  
Cooperating Partners  
Montana Board of Public Education  
Montana Office of Public Instruction  
Office of Commissioner of Higher Education  
(Collaborative Partners)  
Montana School Counselor Association  
Montana University System  
Montana School Board Association  
School Administrators of Montana  
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# Montana Statewide Dropout and Graduate Report

2007-08 School Year

May 2009



The Montana Office of Public Instruction, Denise Juneau, Superintendent

Cover and sample page.

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# & ON-THE-JOB APPRENTICESHIP TRAINING APPLICATION HANDBOOK

A guide for employers  
and/or trainees seeking  
approval of their training  
program(s) for  
VA education benefits

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support a new  
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logos



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Fall Conference 2009

21st Century Community Learning Centers/  
Character Education/Learn and Serve



Student  
Health

Montana Office Of Public Instruction

 **MONTANA**  
Department of Public Health & Human Services



# PEPPS

## Montana Professional Educator Preparation Program Standards and Procedures Manual

Published by the  
Montana  
Board of Public Education

Issued on June 2, 2009  
Effective March 31, 2007 – January 31, 2014



Denise Juneau, Superintendent  
Montana Office of Public Instruction  
[www.opi.mt.gov](http://www.opi.mt.gov)



## QUESTIONS AND ANSWERS

### Why is this change being made?

The federal government is requiring the change in response to increasing diversity within the United States. The change also reflects the 2010 U.S. Census question on race and ethnicity.

### When will the change occur?

The change is mandatory for the 2010-2011 school year. However, schools are encouraged to begin the transition during the 2009-2010 school year.

### How will this new data be used?

The Montana Office of Public Instruction will use the data for analysis and reporting purposes.

### Will this data be used for discrimination or to impact the immigrant status for students?

No, this data will be used only for educational reporting purposes and will not be used against any student.

### How will race and ethnicity data be reported?

Race and ethnicity data will be reported to the federal government in groups. It will never be reported on an individual level.

## DATA

### The data will be used to:

- Ensure students receive educational services to which they are entitled
- Analyze needs of students within the school community
- Obtain funding for educational services as appropriate

### The data will not be used to:

- Discriminate against any student
- Determine immigration status
- Penalize students, parents, or staff

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### Montana Office of Public Instruction Division of Measurement and Accountability

1300 11th Avenue  
Helena, MT 59620

AIM Unit Manager: Sara Loewen  
Phone: (406) 444-3494  
sloewen@mt.gov

## Reporting Race and Ethnicity

### Information for Parents and Students



### Division of Measurement and Accountability



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Denise Juneau, Superintendent

# DIRECTORY OF Montana Schools 2008-2009



Linda McCulloch  
State Superintendent  
Montana Office of Public Instruction  
Helena, Montana 59620-2031  
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## Facts About Montana Education



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Linda McCulloch, Superintendent  
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September, 2008

# FACTS ABOUT

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Education  
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Montana Office of Public Instruction  
Denise Juneau, Superintendent



## **Four Day School Week Report**

July 2009

Report on the Four Day School Weeks  
in Montana Public Schools



Denise Juneau  
State Superintendent  
Montana Office of Public Instruction  
Helena, Montana 59620-2051

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# *Four-Day School Week Report*

in Montana Public Schools  
*October 2009*



Denise Juneau  
State Superintendent  
Montana Office of Public Instruction  
Helena, Montana 59620-2051

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Montana Full-Time Kindergarten Model Curriculum Guide 2009

Published by the  
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Issued on June 2, 2009  
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Denise Juneau, Superintendent  
Montana Office of Public Instruction  
[www.opi.mt.gov](http://www.opi.mt.gov)

FTKMC



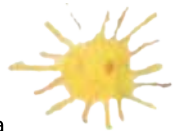
# Montana Full-Time Kindergarten

## Model Curriculum Guide 2009



[opi.mt.gov](http://opi.mt.gov)

Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent



DAYS OF THE

A TRIBAL  
HISTORY

# Blackfeet

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Mr. Earl Old Person



NativeLand

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1



### Introduction

#### Blackfeet Indian Reservation (1888-2007)


- The Blackfoot Indian Reservation was established by the Sweetgrass Hills Agreement ratified May 1, 1888. The agreement was between the Blackfoot Nation (Pagan, Blood, Blackfoot, Crow, Nez Perce, River Crow, other tribes and the United States. There were 17,500,000 ceded in this sale.
- The lands of the Blackfoot Indian Reservation, the Fort Belknap Indian Reservation and the Fort Peck Indian Reservation were established specifically for Indians by this agreement. In 1916, the Blackfoot Indian Reservation was also established in this area. These five Indian reservations are still located within the Sweetgrass Hills area and are to be the permanent homes of these tribes.



### Timeline of Events of the Blackfeet Reservation

#### Part Four: 1950 to Present

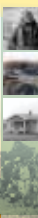
- 1951 Montana Intertribal Policy Board formed
- 1953 Alcohol sales become legal on Blackfoot Reservation
- 1953 First North American Indian Days
- 1954 First big salmon lease for the Blackfoot Tribe
- 1954 Blackfoot and Crow Nations v. United States, March 2
- 1955 Last horse race on Dr. Martin Hill
- 1956 Medicine Lodge at Heart Butte-Maggie Swain Under
- 1962 Article II - Blackfoot Tribal Membership - Amendment III
- 1963 Lari Medicine Lodge in Town of Browning - Darryl Blackman



### Blackfeet Life Transitions (Tribal and Individual)

#### Part Three: 1900-1949

- The trial and error of self sufficiency on the newly established twelve-year-old Indian Reservation was the rule of the day in the early years for the Blackfeet. The leaders of the tribe from the great buffalo-providing days were passing. Individual and impersonal bureaucracy dictated the development for the Blackfeet.
- "A 1904 federal district court judge sentence reflects the lack of justice for the Blackfoot Tribe. He had issued a confinement of forty years in the penitentiary for a Blackfoot man and said, "By the time (40 years) your sentence will be dead and the probabilities are that your life will be obliterated or scattered in the four corners of the earth."




### 1800 to 1899 Transformation of Blackfoot Culture

#### Part Two: 1800-1899

#### Blackfeet Conviction will describe transformations for the Blackfeet people.


- The Blackfoot people had a relationship with the American and Canadian government representatives since the dividing line between these two countries split and divided the Blackfoot territory.
- The Blackfoot confederacy interacted as one distinct tribal group and the leaders had their preference of favorite households. It is this preference which placed the Blackfoot of Montana in a relationship with the United States government in the 19th Century.



### ACKNOWLEDGEMENTS

#### History of The Blackfeet

- The Tribal History Equipment Project was made possible by Governor Brian Schweitzer. Funding by the 2005 Montana Legislature, the re-emerging of House Bill 728 also in Indian Education For All (MCA 20-1-501), the Commissioner of Higher Education Office, the Office of Public Instruction and Blackfeet Community College.



Cover and sample pages.





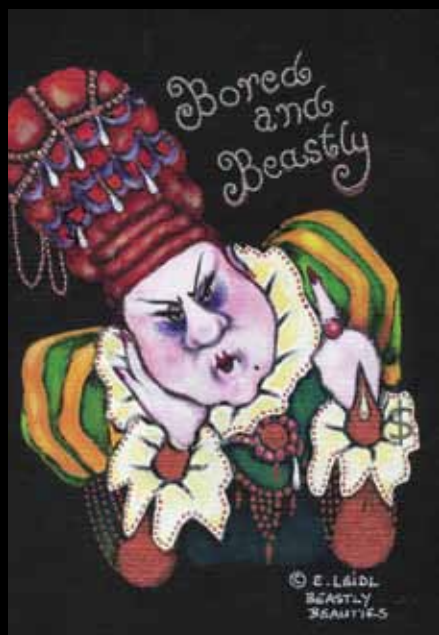
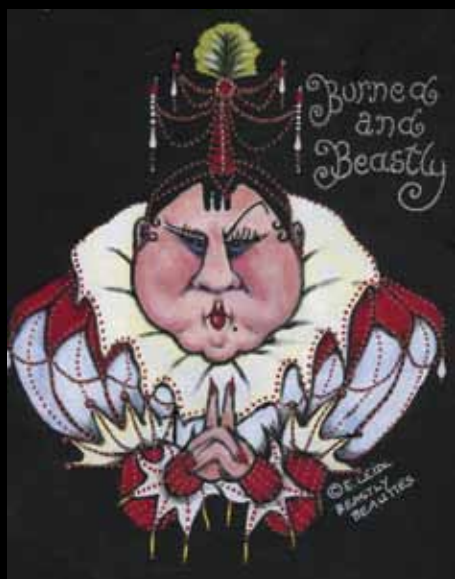
## Montana Statewide Dropout and Graduate Report

2007- 08 School Year

May 2009



The Montana Office of Public Instruction, Denise Juneau, Superintendent





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# Abra-Ca-Dabra!

Lets see you at the  
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